

Rainier Echo
1926



Paulo Boott





THE RAINIERECHO

VOLUME II

Published Annually by

The Senior Class of Western Washington Academy

Auburn, Washington

1926



The School

FOREWORD

Mingled emotions fill us as we approach the close of another school year, a year of victory. Long will the memories of our pleasant associations and activities linger to cheer and to remind us of W. W. A. These memories will never be printed in letters of silver on pages of gold except within our hearts. To bind them in this little volume where they will give glimpses of true Christian education and cheerful associations, and where they will inspire us and others who may read them, to follow closely in the path first trod by our great Teacher, has been the purpose of the staff.

To
ELDER C. A. WYMAN

In token of loving appreciation, to the man who, in his years of untiring labor, by word and example, has inspired the students of W. W. A. to higher endeavors in school life and given them a vision of true Christian service, we fondly dedicate this, our book of memories.



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Administration

Dealing with human minds is the most delicate work ever entrusted to mortals.

"Counsels to Teachers," Pg. 264.

This work is the nicest, the most difficult, ever committed to human beings. It requires the most delicate tact, the finest susceptibility, a knowledge of human nature, and a heaven-born faith and patience, willing to work and watch and wait. It is a work than which nothing can be more important.

"Education," Pg. 292.



The Board



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Language, General History



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Bible, Voice, Woodworking



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Piano



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B. S. WHITEHOUSE
Cook



CLARA SILVER
Sewing



Historical Sketch

Western Washington Academy has completed its seventh year, having first opened its doors in the fall of 1919. At the conference session the summer previously, meeting at Manitou Park, South Tacoma, the lack of adequate facilities for giving a Christian education to the young people of the conference was thoroughly discussed, and finally the conference under the leadership of Elder Piper, the president, voted to raise a fund for the establishment of a school in this vicinity. Elder Geo. F. Enoch, returned missionary from India, was put in charge of a campaign to raise the necessary money, and in January of 1919, a special

session of the conference convened and authorized the establishment of the school. A site near Auburn was chosen and the building erected during the summer of 1919.

Professor Lyle C. Shepard, now president of the Manitoba conference, was the first principal, remaining one year. He was followed by Professor Lyle C. Wilcox, now in China, who remained two years. Professor Wilcox had been the preceptor during the first year of the school's existence. In 1922, Professor H. H. Hamilton, who was then on the faculty of Walla Walla College, was called to take up the work

and rendered faithful and efficient service until the summer of 1925, when he was called to take the presidency of the Southern Junior College, at Ooltewah, Tenn. In addition to the three men mentioned above, Brother George L. Kingsbury should be credited with doing a great deal for the school, both during the three years when he was business manager, and since.

In the spring of 1921, on the evening of May 6, fire destroyed the main building, which at that time included the class rooms and both student dormitories. The fire occurred at ten o'clock on a Friday evening, and in a few hours the entire structure was consumed.

During the ensuing summer, the work of reconstruction was pushed with energy, with the result that a commodious administration building and a girls' dormitory were in readiness for the opening of school in the fall.

The buildings now consist of two separate dormitories in addition to the administration building, a woodwork shop, separate engine-room and green house, and four cottages for use of teachers.

The location of the school is unusually attractive, on the edge of a plateau overlooking the Green River valley, with the snow-covered Olympics visible to the west, and beautiful Mount Rainier dominating the landscape toward the east. The Academy farm consists of about seventy acres, much of which is im-

proved and growing good crops. We have several acres in berries of various kinds, besides the area used for hay, oats, corn, potatoes, and market gardens. The berries are canned for the use of the student dining room. The market gardens supply fresh vegetables for the table during a large part of the school year. About ten cows, largely Holstein, furnish the students with excellent milk.

The entire work of preparing the soil, planting, cultivating, and gathering the crops, is done by students, under the supervision of a competent farm manager. A class in agriculture supplies the theory of the work, the nature and treatment of soils, the care of livestock, etc., while the practical application is made on the farm.

The Administration building contains, in addition to offices, music studios, and smaller class rooms, four class rooms large enough to hold fifty to seventy-five students comfortably, and a commodious chapel seating 200 or more. Also a large room is devoted to housing the library of between two and three thousand volumes.

The buildings are set in a campus of several acres of lawn, inset with numerous flowers and shrubs, fringed on three sides with evergreen trees of various kinds.

—*Claude A. Shull, Principal.*

COMMENCEMENT WEEK

CONSECRATION SERVICE—8:00 p. m., May 14, 1926

BACCALAUREATE—11:00 a. m., May 15, 1926

CLASS NIGHT—8:00 p. m., May 16, 1926

COMMENCEMENT—8:00 p. m., May 17, 1926

Classes

Seniors

Juniors

Sophomores

Freshmen



RAINIERECHO

TITUS FRAZEE

CLASS PRESIDENT

A big man in many ways. Knows the trifle from the great.
A salesman by nature.

'25-'26 President of Current History Club.

Associate Editor of the *Academy Magnet*.

Assistant Leader of the Missionary Volunteer Society.

FERN GOFF

VICE-PRESIDENT OF THE SENIOR CLASS

"Her air, her manners, all who saw admired.

Courteous though coy, gentle though retired."

Valedictorian

'25-'26 Associate Editor of the *Academy Magnet*.

Assistant Advertising Manager of the *Rainierecho*.

CATHERINE CORNELL

CLASS SECRETARY

A jolly girl without care or troubles

Whose voice with laughter always bubbles.

'25-'26 Associate Editor of the *Academy Magnet*.

INEZ LUDDEN

CLASS TREASURER

Hard she labored, long and well,

O'er work her cheerful influence fell.



RAINIERECHO

CONSTANTE ARQUERO

CLASS SERGEANT-AT-ARMS

A silent tongue and a true heart are the most admirable things on earth. He comes to us from the Philippines.

DOROTHY PETERS

CLASS ACCOMPANIST

She needs no foil, but shines by her own proper light.
'25 Secretary of the Missionary Volunteer Society.

EVA MILLMAN

Keen in studies, gentle in manners, refined in all her actions.

CARROLL CANNING

Who conquers him will find a stubborn foe.



RAINIERECHO

LAWRENCE JOERS

CLASS POET

He hath a gift of speech and persuasion that gains him what he will.

'25-'26 Business Manager of the *Academy Magnet*.

Editor of the *Rainierecho*.

Leader of the Senior Boys' Prayer Band.

MAY WARNELL

Prudent, quiet, ever bright,

Always smiling and always right.

'25-'26 Secretary of the Students' Association.

Circulation Manager of the *Rainierecho*.

CHARLES DUPEE

The muses have touched his lips with golden song.

'25 Chairman of the Social Committee.

'25-'26 Editor of the *Academy Magnet*.

GLADYS NEELY

Practical, musical, and sweet,

A useful life so complete.

'24-'26 Assistant Librarian.

'25 Secretary of the Students' Association.

'25-'26 Leader of the Junior Girls' Prayer Band.



ETHEL WALKER

SALUTATORIAN

True to her word, her work, her friends, and her God.
'25-'26 Devotional Secretary of the Missionary Volunteer Society.

Leader of the Senior Girls' Prayer Band.
Art Editor of the *Rainierecho*.

RUDOLPH WIRTH

Enthusiasm, courtesy, and good nature—these are his noblest virtues. He is everybody's friend.

'25-'26 President of the Students' Association.
Business and Advertising Manager of the *Rainierecho*.

ELLEN JOHNSON

Sober, but not seriously sober; quiet, but never idle.
'25-'26 Leader of the Freshman Girl's Prayer Band.
'26 Assistant Secretary of the Sabbath School.

MARY COX

Thy pen hath made thee great.
'24 Missionary Volunteer Society Secretary.
'24-'25 First Associate Editor of the *Academy Magnet*.
'25 Leader of the Missionary Volunteer Society.
'26 First Associate Editor of the *Rainierecho*.



“Nothing Without Divine Guidance”

Class Poem

It is God's breath that first doth give
The newborn babe its voice and life,
And God thru Mother's love doth guide
The child to manhood thru all strife.

Along the way we see God's hand,
For everything of Him doth speak;
He is the wisdom of the wise,
And teacheth meekness to the meek.

The purity of virgin soul
Direct from God to earth doth flow;
For things we are or hope to be,
Our gratitude to Him we owe.

It is God's skill that true doth guide
The surgeon's knife both firm and bold;
It is God's love that spares the life
Of erring sinners hard and cold.

Divine has been the helping power
That gave us strength to run this race,
And He that gives success to all
Has in His work for each a place.

Led by His hand we'll find that place,
Naught of ourselves success could be;
Omnipotence will give to us
The power to set a sinner free.

Tonight's a mile post in our lives,
Tomorrow we'll be on our way,
“Climbing,” “Climbing” the upward path,
To God and to the perfect day.

—Lawrence E. C. Joers, '26.



History of the Class

One bright September day, I, a little drop of water, began to see light in this great world. I found myself in a hollow on a mountain side. With feelings glad and yet a trifle odd because the place was so new, I became conscious of other little drops, which kept coming until together we made quite a large spring. Oh, what fun we had tossing the leaves of study, work, and play onward! Little storms, sometimes examinations, now and then came to each of us in turn. Even so, it was one of the happiest years of my experience. Life seemed so big, and cares were few in comparison with later years.

After about nine months together we were changed into vapor, left our little hollow in the mountain, and flew away to the homeland.

When the next September came, a number of us went back to see the little spring filled with new-comers. We found at the foot of the mountain a pretty little pond, which we claimed. With us there were new ones, some of whom I mention because they are with me now: Ethel Walker, Dorothy Peters, Mary

Cox, May Warnell, and Catherine Cornell. Life this year was not all play, by any means. Storms came, as did the quiet, happy calms. As I began, with the rest, to see more clearly what a great part God had in all things, I learned to know Him better than ever before. The better we began to understand the world, the more we learned, the more we wanted knowledge.

The months went by very rapidly. May came, and with it the end of the term. We were glad for a vacation.

As Juniors, the next September we began to feel more important than mere drops. This year the place of our abode was more in the open, where the sun's happiness was reflected by us; and yet storms came at times to try us. Welcoming Rudolph Wirth, Ellen Johnson, and Carroll Canning, we enjoyed a very pleasant year. One of the bright remembrances of this year was a Junior and Senior party. This term a practically new ship sailed on our waters, that of Responsibility. Occasionally opportunities for service urged us on.

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Class Will

LAST WILL and testament of the class of '26

WE THE CLASS OF 1926, of Western Washington Academy, of the city of Auburn, in the county of King, and of the State of Washington, being accused of deliberately and outwardly planning on leaving forever our pleasant associations here, do, in order to make amends, distribute, bequeath, award, and bestow these our many and varied possessions to such as we deem worthy of them:

First: To our Principal Claude A. Shull, our sincere and undying gratitude for his most excellent guidance during this the most advanced year of our sojourn here.

Second: To the Juniors we leave our chapel seats in the front rows of the center bank of the chapel. May they enjoy the seats of the mighty.

Third: To the Sophomores—in consideration of their splendid success and their high standing on the honor roll this year, we leave one piece of advice—watch your step!

Fourth: To the Freshmen, the much indulged and youngest, we do desire to leave twenty-five bolts of adhesive tape to relieve the bumps over which their little feet must stumble ere they approach unto that state in which we now stand.

Fifth: To Professor Steunenberg, we leave the memory of the golden voices of our quartet when he led them in song.

Sixth: To Miss Wyman, a class of music students that is deserving of her patience and long-suffering.

Seventh: To Professor Beach another Spanish II class composed of the perfect number and also of the perfect sex.

Eighth: To Miss Haskin, those who are of our class, and also members of her English III class, leave their second-hand themes.

Ninth: To Miss Scott, the kind of students that will get their geometry notebooks in on time; also we deem it fitting and proper that she be allowed to use

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Class Night Program

MOTTO

Climbing

COLORS

Lilac and White

FLOWER

Frau Karl Druschki Rosebuds

AIM

Nothing Without Divine Guidance

March	Glenna Haynes
Invocation	Walter R. Beach
Salutatorian's Address	Ethel Walker
Quartet	Lawrence Joers, Charles Dupee, Rudolph Wirth, Titus Frazee
Class History	Arranged by Inez Ludden, Catherine Cornell, Charles Dupee
	Given by Inez Ludden, Catherine Cornell
Piano Solo	Gladys Neely
President's Address	Titus Frazee
Solo	Charles Dupee
Class Will	Dorothy Peters
Presentation of Gift	May Warnell
Pianologue	Catherine Cornell
Class Poem	Lawrence Joers
Quartet	Lawrence Joers, Charles Dupee, Rudolph Wirth, Titus Frazee
Class Prophecy	Written by Mary Belle Cox
Dramatized by Eva Milman, Carroll Canning, Ellen Johnson, Constante Arquero, Mary Cox, Rudolph Wirth	
Class Song	Class
Valedictory	Fern Goff

President's Address



WHEN THE CLOSING days of our academic life draw near, when we come to the end of four years of trials and tribulations, joys and sorrows, work and play, we realize only the more deeply what our days at Western Washington Academy have meant to us.

Two conflicting emotions are filling our hearts: one of happiness, that we have successfully completed our academic school life; the other of sadness,—for why should we be happy when we are perhaps leaving forever the school that we hold dear, the pleasant associations, the friends, the memories? And yet we are brought to the place where we must part. Could we but go on as we have, life would be happy—but we know we cannot—so it is for us, Class of '26, to face the work that is before us; to climb ever upward and onward; and so finally be worthy of the privileges and blessings that we have received while preparing for future service.

When we, the Senior Class, selected "Climbing" for our motto, we realized, though perhaps somewhat faintly, that we were on the pathway leading to a height which we had not as yet reached. To climb successfully, one must know the details of procedure and have a definite aim in view. Because the students of the Class of '26 have such an aim, they are here tonight, and have been here during the preceding days,—to learn some details of procedure, the science of

living, the pathway to a better land where the uneducated have no access.

The palm tree, beaten by the scorching sun and the ferocious sandstorm, stands green and flourishing in the midst of the desert. Its roots are fed by living springs. Its crown of verdure is seen afar over the parched, desolate plain; and the traveler, on the verge of death, urges his failing steps to the cool shades, and the life-giving water. The palm tree represents the school, the traveler the Class of '26, who have found here life-giving water, that we might climb farther on life's upward path, and carry our blessings to others.

The true problem of living is to keep our hearts always serene, gentle, and peaceful, amid the most trying experiences and conditions. If you remove the snow from the hillside in the late winter, you will find sweet flowers growing there, beneath the cold drifts, unhurt by the storm and by the snowy blankets that have covered them. So we should keep our hearts tender and sensitive beneath life's fiercest winter-blasts, through the longest years of struggles, disappointments, and even injustice and wrong treatment. This is true successful living.

Before we had the opportunity of attending a Christian school, our ideas and ideals of education took too narrow and too low a range. There is a true education which means more than the perusal of a certain course of study. It is more than a preparation

President's Address (*Continued*)

for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. Someone has defined education as "the harmonious development of the physical, the mental, and the spiritual powers." It prepares the student for the joy of service in this world, and for the higher joy of wider service in the world to come.

We have heard of the great teachers of the world, men of giant intellect, men whose utterances have stimulated thought and opened to view vast fields of knowledge; and these men have been honored as guides and benefactors of their race; but there is One who stands higher than they; One from whom they have received the knowledge which they possess. It is this One we wish to imitate, this One whom we are taking for a pattern, this One who has inspired us with the desire to climb, to be successful in this world, that we may truly represent Him. It is He of whom it has been said: "Out of His mouth cometh knowledge and understanding."

"Higher than the highest human thought can reach is God's ideal for His children." So, to the

student, there is presented a path of continued progress. He has an object to achieve, a standard to attain, that includes everything good, pure, and elevating. A desire is awakened in each one of us to reach God's ideal, to obtain an education that cannot be completed in this life, but that will be continued in the life to come; an education that secures to the successful student his passport from this preparatory school of earth to the school above.

There is no way of telling the future but by the past; and, judging by the past, what has been the result of taking God and a Christian education as the ideal? What has this ideal accomplished for the student? Achievement, success; not without effort or diligent endeavor however, but by continued climbing toward a definite goal.

With this object in view let us go on to the goal toward which we are climbing; to the high things that are awaiting us in the coming years, looking back with pleasant memories to our commencement years at Western Washington Academy.

—*Titus A. Frasee*, '26.



Class Song

*In the shadow of a mountain
Where cooling breezes blow;
An azure sky and a fountain
Where deeds of wisdom flow.*

Chorus:

*Oh, Western Washington Academy,
Round thee our heart strings twine.
May we like thee and the mountain
Stand true till the end of time.*

*The mountain leads us upward
The fountain shows the way.
Rainier is the name of the mountain,
The fountain W. W. A.*

*We've heard the urge of the mountain
As it bids us upward go,
We've quenched our thirst at the fountain
Where deeds of wisdom flow.*

—Carroll Canning, '26.

Valedictory

DEAR FRIENDS AND LOVED ONES: You have made our hearts glad, this evening, with your presence and by your kind attention to our youthful entertainment. Parents, we thank you now for the interest you have shown in us, and for all the help and inspiration that you have been to us. But we shall thank you again in a fuller, larger measure when, in the light of experience, the dawn of our life-time has melted away into noon-tide warmth and the years have taught us how to realize what a great debt we owe to you. Then we may know some of the sacrifices that you, our parents, have made. Then we shall be able to appreciate, in the deepest sense, the blessings that association with you, our friends, has brought into our lives.

And, tonight, as we are nearing the close of our academic course, we should like to express the gratitude which we feel for the patient, loving work done in our behalf by each of you, our teachers. Through your wise counsel and helpful influence we have learned many lessons never found in books. You have helped us to lay the foundation and fashion the framework of our characters, in every way encouraging us to do this carefully and well so that there may be no flaw or weakness when the work is finished.

More than all else, you have revealed to us the comparative value of things, giving us the secret of

discernment between the transient and eternal. For all this we humbly pay you tribute and also the school under whose direction have been fostered such a spirit and such principles.

As we go forth from its doors, we shall carry with us memories only of that which is good and true and of the bright and happy times spent here. And in return, we ask that you remember us,—not by any accomplishments or virtues which we may possess, for they are few;—neither by our mistakes; they, we know, are many. But we would that you should think of us as a group who are earnestly endeavoring to aid in the working out of one great plan, who have chosen one high ideal, one clear and perfect pattern which we would strive to copy day by day. Such a One has been the theme of admiration through many ages, yet never can be fully appreciated,—this Man of Sorrows, Jesus Christ of Calvary. It is our aim to do nothing without His divine guidance and to learn more about Him day by day.

Truly this is our commencement! You see us now standing upon life's threshold, anxiously peering down the long hall of the mystic future, conjecturing what may be therein for each of us. Time alone can tell! As never before we realize that our destiny waits our making. Fortune does not smile only on the one who holds a four-leaf clover. She has few favorites.

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Salutatory



DEAR PARENTS, Members of the Board, Teachers, Fellow Students, and Friends: In behalf of the class of 1926, it is my privilege to extend a cordial welcome to you this evening. We feel happy and honored by your presence here, for it indicates to us your interest in our progress and welfare.

As we appear before you tonight, our hearts are filled with conflicting emotions. Perhaps the most prominent of these is joy—joy because we feel that we have reached another mile-post in our education. In our childhood we doubtless looked forward to this as the supreme attainment to be reached, but now we see that in reality it is only a commencement. Although we may have completed the foundation of our educational structure, we are determined to attain greater heights,—to keep on climbing, as our motto says.

Our education began at home with our parents as our first teachers. Therefore we feel a special sense of indebtedness toward them tonight for the splendid opportunities they have placed within our reach. Whatever victories we have gained spiritually, and whatever progress we have made intellectually, for these, to you, dear parents, we owe a large debt of gratitude. We want you to know that your unselfishness and sacrifice are appreciated. We can think of only one way in which to repay you for this kindness, and that is to dedicate our lives to the Master's

service, which we know is your ideal and your constant prayer for us.

Members of the Board, we wish to express our appreciation to you who have rendered such excellent service for our school, and for your wise choice in selecting such faithful, consecrated teachers on our faculty.

We feel deeply indebted to you, dear teachers, for your encouragement. In all of our difficulties and perplexities you were ever ready to lend us a helping hand. Truly we have learned that the greatest influence in school life is that exerted by the right kind of teachers. Your Christian association and inspiration have helped us much, and in the future its memory will continue to be a light and a guide to us.

Fellow students, we have been glad for the privilege of associating with Christian friends, with whom we may share our secrets and ambitions and ideals. It exerts a molding influence on every life to form friendships with other young people whose highest purpose in life is to carry this Third Angel's Message to all the world in this generation. And we wish to thank you for the encouragement that you have been to us. And in the years to come, may it be said of the class of 1926 that we have been true to the principles that we have learned at Western Washington Academy, and to the cause which it represents.

—Ethel Walker, '26.





Juniors

The Class of '27 are Juniors, this year. Seventy-five per cent of the class are boys and twenty-five per cent girls. This is rather unusual in a school where there are more girls than boys. This fact probably accounts for the great amount of talent centered in the class. However, the presidential chair is occupied by a girl, Fern Horsman, and the secretary is also a girl.

That you may realize more fully how well qualified this class is to step into the vacated place of our "Noble Seniors," I will enumerate some of our talents.

Several of our number are earning their own ex-

penses through school. Some of us are Sabbath School teachers in the Senior division. The leader of the Missionary Volunteer Society is a Junior. The speediest typist among the students is our president. Besides having the school cartoonist and the school saxaphonist in our class, the one who teaches the Practical Nursing class when Mr. Joers is away, and one of the two who take charge in the kitchen in the absence of Mr. Whitehouse, are all Juniors.

The leaders of the two sides in the recent *Rainier-echo* campaign, and their assistants, were chosen from the Class of '27. Those who assist our hard-working teachers in the correcting of General History, Spanish,

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The Sophomore Class

The sun is just peeping over the tops of the nearby woods, as the big bell peels loudly on the morning air. The sound has hardly died out before the merry voices of the students are heard in the dormitories.

The usual morning routine runs smoothly until ten-thirty, when the classes all gather for chapel. There is an excited murmur this morning—What is coming? I will tell you: "Professor Shull is going to read the Honor Roll!"

A delighted group applaud loudly after the first name is read. They are sophomores clapping because a sophomore holds first place. Neither does it stop there; out of the thirty-six on the Honor Roll about

one-fourth are sophomores.

Come and walk around with me. You will see what this class is doing at W. W. A.

Let us step into the business office. The book-keeper is, I believe, a member of this class. Yes, and he is the leader of the mission bands.

If you would like to read "Blessed Be Drudgery" this afternoon, we will step into the library for it on our way to dinner. The assistant librarian is a sophomore and she will gladly find the book. If you prefer a Reading Course book, the Missionary Volunteer librarian may have an entertaining one.

Now that you are supplied with reading material,

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The Freshman Class

You have all heard of that very particular type of student who, when he leaves home and comes to school, is always very precise in every detail of his bearing and very diligent in performing all his duties in the most exact manner. He has a great dread and awful reverence for upper classmen and faculty members; and he is so frightened at an interview on the "green carpet" that he tiptoes all the way into the office and all the way out. He sees life through rose-colored glasses, and is so elated at being given any honor, no matter how trivial,—such as writing an article for the school paper or giving a talk in meeting—that he treads on air, enraptured with his own superiority and accomplishments.

Yes, you've guessed who this person is—he's the freshman, and of course he is green; but one consolation to the "freshie" is that since green things grow, the freshmen are growing. They will be seniors, too, some day, and although they are on the ground floor now, they mean to climb to the top story of knowledge and take their place in the world to do their part in the Lord's great cause or in serving mankind.

The freshmen are an energetic group of boys and girls who appreciate the high ideals of noble manhood and true refined womanhood set before them at W. W. A.

—*Maric Althen, '29.*

Departments

Art

Elocution

Farm

Domestic

Music

Art Department

"Art is the gift of God, and must be used unto His glory."

We are nine in number, endeavoring to make this our motto.

The Western Washington Academy art class is under the instruction of Mrs. Shull, a very capable teacher. She has taught us to see and appreciate the real beauty of nature. It is very interesting indeed, to learn how to blend the delicate shades of pastel into what our eyes see.

Art should become a part of our home life as well as our school life. It inspires us to higher and nobler things.

Truly "beauty seen is never lost."

—*M. Beverly Wall*, '28.

As I look out of my window towards the west I can see the splendor of the setting sun, tinting a mass of billowing clouds with a most beautiful silver lining.

To one who has not studied art this is merely a common sunset; to one who has studied nature, it becomes a most beautiful scene.

Our class has learned to see beauty in the common every-day things.

—*Ruth Aubol*, '29.

Elocution Department

Expression, to me, seems one of the greatest essentials of success. Its study is interesting; its mastery the key to popularity.

—*Bernice Oden*, '29.

My sentiments of expression are that it helps me to express my thoughts more and more in my talks before the public.

—*Lillian Russell*, '28.

To me, expression is most fascinating. By its study we become more acquainted with the inner nature of man. It teaches us self-forgetfulness, concentration, poise, self-control, and determination. Personally, I love it.

—*Wilma Johnson*, '28.

In taking expression, a person must put himself into the story; thus he echoes the feelings and emotions of the writer, and receives a clearer insight into human character.

—*Olive Hunt*, '27.

In taking expression, I have discovered, that to make a success one should forget self and speak as if he were the actual person taking the part in his selection.

—*Ethel Ross*, '27.

I find the study of expression essential to correct reading, speaking, and story telling, and the conversation of common people in everyday life.

—*Marie Athen*, '29.



School Farm-W. W. A.

In order to fully enjoy the pleasure of eating, one must be hungry. A most inviting dish may be repulsive to a dyspeptic. In school life, the studies may become repulsive unless the student has fresh air and good exercise to balance his program. The Lord knew the reasons why we should teach agriculture in our schools when He said through the Spirit of Prophecy that agriculture should be the A, B, C of our education. For the very purpose of fulfilling the directions of the Lord, W. W. A. has a very desirable tract of land.

Not only does the farm here supply the kitchen with needful vegetables, but it furnishes labor for many students who desire to work their way through

school, giving them actual experience in practical agricultural lines.

The Academy farm has a little over thirty acres in cultivation, about an acre of which is planted to strawberries, two acres to evergreen blackberries, about two acres to raspberries, about two-and-one-half acres to potatoes and the balance, excepting the clover, and vetch and oat patches, is sown to grain and hay crops this year.

A Fordson tractor purchased by the school does the plowing, discing, and ditching. One's attention is quickly called to three yellow ridges which run across nearly the entire farm from east to west. These ridges are tile ditches; the clay thrown upon the banks

(Continued on page 66.)



Domestic Science

IN THE COOKING CLASS we study food and its composition, and the body requirements. Where these two are fully understood there will be more serious thought given to the selection and preparation of our food. We also learn how to prepare a balanced diet as well as combinations of foods. Since simplicity and neatness in the preparation and serving of food is so important, we try to make this a careful study. The girls spend ten hours each week in the laboratory really preparing food. At least once a year we plan a real breakfast, a dinner, a luncheon, and a party for members of the class, to be served in the domestic science room. While we are not as fully equipped as we need to be in order to do this work, we manage to get along with what we have and what we can borrow from the kitchen. Each girl gets the experience for herself. She also receives instruction in the principles of health reform.

Vegetarianism is no new reform movement; probably in every age there have been some who have practiced it as a religious duty or under the belief that they would thereby conserve life forces, and be the better fitted for the pursuits of peace and happi-

ness. Again, there are those who adopt a vegetarian course of diet in the belief that many diseases would largely disappear if the vegetarian diet were strictly adhered to. Another motive for adopting vegetarianism is undoubtedly economy. To a great extent, the human race is virtually vegetarian from necessity. Nor do we find that feebleness, either of mind or of body, necessarily ensues. Rather, experience shows the opposite to be the case.

Here at the academy we realize this great truth, we try to teach our boys and girls how to prepare foods so that our digestive organs are not abused and a perverted appetite developed.

Consequently, the baking class, under the direction of Elder Wyman, learn to get away from the use of chemical leavening agents as much as possible. They learn to make cakes, corn bread, graham muffins, doughnuts and Boston brown bread without the use of baking powder or soda. Thus our students learn how to make good breads, buns, and health dishes which are fit to serve at the king's table.

—Anna G. Roedel, Matron.



Music Department

The Chorus department, which was organized last October under the directorship of Professor Steunenberg, decided to sing the cantata "Esther." The fifty-six members of the chorus did their part to make the cantata ready for rendering in January at the Academy. It was later given at the Central Church in Seattle. With the admission charged at the Academy and a collection taken in Seattle, \$110.00 was collected for the purchase of a piano.

The Band is a new activity for W. W. A. At the first of the year, Professor Shull, who is the bandmaster, called for talent and instruments (mostly instruments). Today we have an eighteen-piece band

doing excellent work. Programs have been given in Seattle, Tacoma, Bellingham, Centralia, Puyallup, and Auburn. The Band is assisted by the Male Quartet, instrumental solos, and readings. The Band advertises W. W. A. in a very effective way.

Miss Wyman, our piano instructor, has forty pupils, several of whom are very promising musicians. The vocal instructor gives twelve lessons a week. Mr. Steunenberg is developing some unusual talent in his department. On April 10, a combined Vocal and Piano recital was given at W. W. A. Our music students did creditable work in what was considered the year's best recital. —Charles Dupee, '26.



Our Woodworking Department is the best equipped of its kind in this Union Conference. A large number of our desks, tables, dressers, and chairs have been made in this shop. Students are trained to do the work, thus learning the practical side of life. Commercial job-work from outside concerns is also done to assist in the support of the department. This phase of the shop will be greatly strengthened during the coming summer, enabling more young men to work part of their way through school.—*E. Strauss Cubley.*

Spiritual



"In all thy ways acknowledge Him, and He shall direct thy paths." Prov. 3:6.

"A word fitly spoken is like apples of gold in pictures of silver." Prov. 25:11.

"Thou therefore endure hardness as a good soldier of Jesus Christ." 2 Tim. 2:3.

"Fear thou not; for I am with thee: be not dismayed; for I am thy God: I will strengthen thee; yea, I will help thee; yea, I will uphold thee with the right hand of my righteousness." Isa 41:10.

"Remember now thy Creator in the days of thy youth." Eccl. 12:1.

"My son, if sinners entice thee consent thou not." Prov. 1:10.

"Mine eyes shall be upon the faithful of the land, that they may dwell with Me; he that walketh in a perfect way, he shall serve Me." Ps. 101:6.

"Be strong and of a good courage; be not afraid, neither be thou dismayed; for the Lord thy God is with thee whithersoever thou goest." Joshua 1:9.

"The King's daughter is all glorious within." Ps. 45:13.

"As the mountains are round about Jerusalem, so the Lord is round about His people from henceforth even forever." Ps. 125:2.

"Keep thy heart with all diligence; for out of it are the issues of life." Prov. 4:23.

Youth's Almandite

 LINY declared that Cicero saw the *Illiad* of Homer written in characters so infinitesimal that it could be contained in a nutshell. Peter Bales, a noted caligrapher in the days of Queen Elizabeth, is said to have written the whole Bible so that it was shut up in a common walnut as its casket. Likewise, between the "C" and "N" of a "Christian Education" is contained the accomplishment of the loftiest youthful dreams of achievement. Do you ask, why a "Christian" education? Because it is the "Christian" in education that makes it an acceptable preparation to meet the problems of life.

Wu Ting-Fang, the great Chinese student of progress, questions of the efficacy of some possible types of education and their usages when he said: "Education is like a double-edged sword. It may be turned to dangerous usages if it is not properly handled." Then, what is the wrong use and the wrong type? And, what is the correct use and the correct type? Let Professor Holliday of the University of Montana's Department of Education answer.

Certainly he recognizes the worthlessness of an education that leaves Christ out and the obvious failure of that type in the lives of the present century product. Writing in *School and Society* he tells of the millions spent annually in erecting noble buildings, buying statuary, filling art galleries, maintaining beau-

tiful parks, founding institutions for training the masses to distinguish a pretty thing from an ugly thing, providing centers for thorough intellectual training in the sciences and arts, and then sums up the results in the following unequivocal terms: "We have indeed put a cultural veneer upon ourselves; we may indeed have learned to drink tea with a fork; we may indeed have discovered how to arouse this or that esthetic thrill. . . . But in the hour of stress, in the moment of temptation, the veneer cracks or even peels off in large sections, and, behold, there underneath is the raw savage. Something has gone amiss in European education and its imitation in America. For nearly ten decades the new education has toiled with unsparing pains, and with colossal confidence, and has produced—a cultured pagan!" Then Professor Holliday adds as a warning: "A cultured pagan may not be a bad sort of a creature—when he is not tempted. Under favorable conditions he may not be a bad husband, a bad father, a bad voter, a bad citizen. But when the hour of temptation comes, will he have the moral stamina to stand firmly for the right?" And his last statement is the acid test of education.

"Education," said John Ruskin, the great social reformer and art critic, apparently thinking of the same fallacy in a Godless, characterless education, "does not mean teaching people what they do not know. It means teaching them to behave as they do

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Spiritual Life

Have you been told the Christian life is a happy life, but been unable to find joy in spiritual things? We have found that the new birth solves the problem and that the nature of young people does become changed if the will is yielded to Christ. At the close of this school-year we are thankful to God, our teachers, and the institution which they represent for the new grip we have gained on the Lord Jesus. This experience brings to us the fullest joy in Christian living. Not because it is a pleasing theory, but because the LIVING EXPERIENCE has been held up before us, and Jesus is real.

We are glad to say that religious exercises are very pleasant and inspiring. We have found joy in the periods of morning and evening worship, prayer bands, Bible classes, Sabbath services, and missionary work such as Harvest Ingathering and Big Week. The Week of Prayer was an occasion long to be remembered for the changes the Holy Spirit brought about in our lives.

The Old Testament class of 1925-1926 had thirty members; the New Testament class fifty; the Bible Doctrines class nineteen; and the Denominational History class thirty-one. The Ministerial Band of twenty members has also been an inspiration to us and its influence has been felt in the school. We think of the Bible classes as the most helpful in the problems of personal experience.

There has been a spirit of unity and oneness



throughout the term which permeated the entire atmosphere at W. W. A. This has made life happy. True happiness can be found only where love abides, and love brings unity of purpose. If there is one thing that draws to W. W. A. more than another, probably it is the spirit of Christian love, which, almost unconsciously, takes possession of one who attends this school, bringing a deeper experience, a wider view of life, a broader sympathy for his fellow men and a fervent love for this place.

It will not be difficult for any one who has been in the school routine for a time, to recall the pleasant association with Christian teachers and students, and whenever the name of this school is mentioned tender memories will pass through his mind.

—Archie Bentz, '27.

The Joy of the Christian

 THE THREE ABIDING things of life are faith, hope, and charity, or love. So long as the human heart pulses with life issues, so long will these be the theme of song and story. The pleasures of the world may charm and lure for a time, but these perish and leave only grief and bitterness of soul.

That which the world calls joy is founded upon earthly pleasure, upon selfish enjoyment. The physical senses are the contributing elements, and when these fail, as they will fail in every case by such abuse, there results the wreck of mind and body. The pleasures of the world bear a merciless penalty to all, and upon all who seek to gratify self. The cup of joy which the world puts to the lips is full of gall and bitterness.

But the joy of the Christian is not so. It has no element of wreck, no self-gratification. Its foundation element is charity or love, that love which endures. Faith and hope, nerve to courage, power, and deeds of sacrifice for the good of others, that fill the annals of the world.

The seas are crossed, the mountains scaled, the wilds of every clime are traversed and searched to find the one lost sheep.

Neither earthquake, tempest, nor sword, nor the

dread famine or pestilence can daunt the one whose joy is the joy of Him "who endured the cross."

The comforts of home, the society of loved ones, the wealth and ambitions of the world, all these are counted as naught compared with the joy of seeing a ransomed soul. How the face of the Christian beams with joy at the marvels of the cross whether in the palace of kings, the hovel of the peasant, the African wild, or behind the prison walls! How the heart of the one who knows that joy burns within him, as he recounts or reads the wonderous stories of redemption! How the memory cherishes the names, the time, the place, and a thousand incidents that thrill again and again, and fill the eyes with tears of joy unspeakable! How oft the plaintive song half tells this holy joy! How often the hymn of praise, and adoration urge to service! The youth, and even little children, catch the joyful sound. The gray-haired bring their gifts with joy. Young men and maidens strong for labor go forth with Emanuel's promise "Lo, I am with you always, even unto the end."

The joy of the Christian is the joy of service, the joy that endures, the joy that triumphs, a joy the world knows not, for it can never give, experience, or take away.

—C. A. Wyman.

Appreciations

W. W. A.—The scene of the three happiest years of my life.—Mary Belle Cox, '26.

It is at W. W. A. that I learned the secret of a happy Christian life, which is, after all, the only worth-while thing in the world.—Gladys Neely, '26.

When I leave W. W. A. the memory and good influence will linger long in my mind.—May Warnell, '26.

Mere words cannot express my appreciation of W. W. A. The two and one-half years which I have spent here have been the happiest and most profitable in my experience.—Ethel M. Walker, '26.

I have received here aspirations of the higher and nobler things of life, and glimpses of the home that is in preparation for each one who is living faithfully.—Ellen Johnson, '26.

My first year at W. W. A. has been one of the bright spots in my life. I hope that I may have the privilege of returning here.—Charles Seeburger, '28.

W. W. A., in the two years which I have spent here, has become the dearest spot on earth to me.—Milton Altman, '28.

Just a few words to show my appreciation of the Associated Students and faculty members at W. W. A.—Mildred Wall, '28.

"Where there's a will, there's a way." If you strive, you will find success—at W. W. A.—A Booster, Lena Paschtat, '28.

Words cannot express my appreciation of Western Washington Academy—the place of high ideals and aims.—Genevieve Bunch, '28.

W. W. A. has been a great blessing to me. I shall never forget the dear school which fitted me better to meet life's battles.—Charles Dupee, '26.

My year of hard labor here at W. W. A. has not been in vain. I have found Christ "a very present help" for life.—Inez Ludden, '26.

In no other school is education found to cover every phase of life as it does at W. W. A.—Eva Millman, '26.

W. W. A.—The place where physical, mental, and spiritual powers are symmetrically developed. The most profitable and enjoyable year of my life has been spent here with regret that the time to leave must come.—Titus Frazee, '26.

At W. W. A. you will find a large family of young Christian men and women who are aiming high in life.—Grace Remington, '28.

Express our appreciation of W. W. A! Can we really do it justice? Hardly, but I do believe this is the one place for a true Christian education.—Pauline Drake, '28.

We all know that an influence of another person either builds or lowers the character; therefore if you want a good character come to W. W. A.—Gladys Rigg, '29.

Activities



*All work and no play
Make Jack a dull boy*



Activities

THINK YOU that food, sleep, and study constitute the daily routine of the school life at W. W. A.? Far from it! We are fond of sports and activities, too, and many of them enter into our school life which help to make W. W. A. one of the dearest and best schools of the world.

"Work, then play," is our motto. We work till 4:30, then play until supper time; that is, if one chooses to spend this time in play. Aside from this, however, there are picnic days, when everyone is out for a good time and lots of fun.

The annual picnic, which is something everyone looks forward to from the first of the year, is the banner day for activities. The sports of the day are entered into with enthusiasm. The boys can hardly wait till the baseball game begins. The girls' eagerness is not much less, for they are interested in the boys' accomplishments—and is it not a known fact that the boys can play much better when the girls are cheering them on to their goal? Other features of the day, such as sack races, three-legged races, foot races, wheelbarrow races, and tug-of-war, are highly enjoyed by all, but not so enthusiastically as is the main fea-

ture, "eats," which is a special treat the chef has prepared for the occasion.

Everyone knows the durability and service of a Ford. Such were also the characteristics of the "Fords" (?) in our school. After the *Rainierecho* campaign had been won by the "Swiss," and they had stopped their efforts, the faithful "Fords" kept right ahead and entertained with a lawn picnic, including a luncheon that couldn't be beat, after which many expressed themselves thus: "I never had more fun in my life."

The Senior and Junior class picnics are of no little importance in our history of activities in their estimation, at least. It seems good to get away from the crowd just for a short time. Point Defiance Park and Lake Sawyer were the scenes of these two most enjoyable times, this year. The two groups spent their time in boating, playing games, and hiking through the woods. As they arrived on the campus in the evening, their exclamations of delight told the rest that it was the end of a perfect day.

We all admit that our cook is one of the best, but how much fun it is to cook over a camp fire. One

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Activities (Continued)

morning, at an early hour, the girls got up and with their kettles and provisions on their arms, made for the woods, where three fires were awaiting them. Two girls had gone before the rest and built them. Never did the fried potatoes, boiled eggs, hot cakes and sirup, chocolate, and the rest of the food taste so good as they did that morning. We felt sorry because the boys had to be all alone in the dining room,—not a girl in sight; but they had their fun too. Later they had a potato roast. They seemed to have had a good time too, from reports I have heard.

We could not forget the marshmallow roast down at White River. It holds a prominent place in our memory. We hiked about two miles up White River to a place just made for our marshmallow roast. The faculty were relieved from duty, and twelve students were elected as monitors. The evening was very pleasant. Marshmallows were as plentiful as the sand on the beach—and the potatoes and salt were of abundant supply.

In the *Magnet* campaign, the losing side had to give the others a party. This party was a very elaborate affair. The girls—and you will admit that girls

have talent when it comes to entertaining—worked hard in decorating the dining room and getting ready for the program. An amusing and interesting program was given; the dinner was served by gaily-dressed waitresses. The whole affair was talked of for the next two weeks.

The boys are very entertaining, too. They gave the girls their annual party on Valentine's Day. Of course the subject of the program for the evening was in accordance with the day, making the party very interesting. The dining room was decorated in red and white crepe paper, and little red hearts hung from the lights. In two corners of the dining room little booths were fixed up to look like valentines. From one booth came the ice cream and punch, and from the other came the music of the orchestra. The evening was indeed one to be remembered. Truly, the boys are very entertaining.

Now, do you believe that we are dead, here at W. W. A., and don't have our outings and recreations? Indeed, we are not. What is more, we should like to have a hundred more boys and girls come to school here next year to help us enjoy these good times.

—Glenna Haynes, '27.



Physical Culture

The training and development of our bodies is an important study not merely for the exercise and pleasure which is derived from proper physical training, but for our health. Our Master-Teacher, the world's greatest Physician, and the world's greatest Physical Instructor, has told us to present our bodies a living sacrifice to Him.

Physical training has been a much discussed topic at our Students' Association meetings. Many and varied are the forms and opinions of physical culture, but the basic principles upon which our physical training has been founded are these: first, to play for development of our bodies, that our bodies may be kept in a perfect state of health; second, not to play to be the winner, but for the true spirit of all physical culture, to play to the very best of your ability; third, to be moderate in all things, let your mind be your guide, and rule your own body.

There is an old saying that all work and no play make Jack a dull boy. To make this complete we must add another to it: "All Physical Culture and no work make Jack a lazy boy." The girls and boys of Western Washington Academy realize that this is

very true—therefore we utilize also God's great outdoors, on the farm, in making strong, healthy young men and young women.

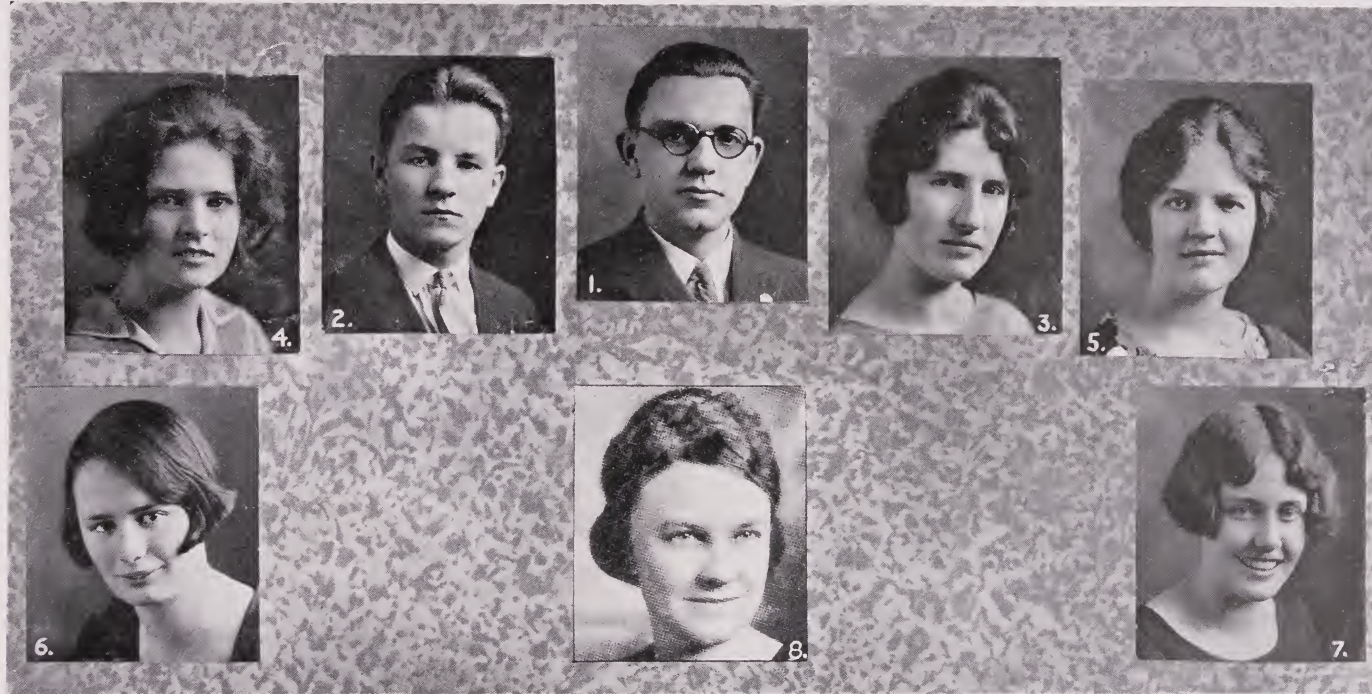
At a meeting of the Associated Students of Western Washington Academy a few weeks ago, this matter was thoroughly discussed. It was voted to purchase two volley-balls, one for the girls, and one for the boys; also we secured an indoor baseball set for the girls, and some baseball supplies for the boys.

The two volley-ball courts were quickly put into shape by the boys; the poles were set up and the nets stretched across, and are now serving a useful place in the physical training of our students.

We also are working on trapeze bars and swings, soon to be erected by the side of the boys' dormitory. Much credit is due the faithful work of Brother Pit-tack, who is doing the blacksmithing and making the rings in our shop.

Our baseball field also has received attention from the boys, and the true spirit of physical culture prevails among the students of Western Washington Academy in order to fit ourselves more fully for a place in God's work.

Clifford R. Eckman, '27.



- | | |
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Good English Week



IN AN ENDEAVOR to raise the standard of English used, a place for our Better Speech Week was organized long before the time that was set aside for it, systematic organization being one of the potential factors in the success of the campaign launched. We have many campaigns, but they are not all "campaigning" for subscriptions or money. In fact the results obtained justify us in believing that campaigns for better English and better music are the most important of the year.

The first day's program was introduced by Miss Haskin, our English Department Instructor, upon whom the burden of the Better Speech was placed. Two contests were announced for the week. One was a poster contest with a prize offered to the one making and displaying in chapel the best poster during the week, all to be toward the betterment of our English. A tag was given to each student and teacher upon which a better speech slogan was printed: "Better Speech—Within the Reach of All—of Each—Better Speech." This slogan was in evidence in every class room and upon every bulletin board. The purpose of the tag contest being to demand a tag from anyone who used slang or incorrect English, many stopped talking for a considerable time; thus one beneficial result was observed at the beginning. A prize of a beautiful Oriental vase was given at the close of the week to the one having the largest collection of tags. Many engaged in the contest for posters; two who

had worked jointly on one poster were awarded the prize—Catherine Cornell and Dorothy Peters.

Professor Shull told the reasons we were conducting a Better Speech Week at the opening program; later talks were given by Professors Beach and Cubley on the value of correct English and the advantages it affords one who uses it, both in the social and the business world. A song on good English to the tune of "Battle Hymn of the Republic" kept up the enthusiasm in the chapel programs. A better part of one day's program was spent in a spelling contest between the boys and girls, the girls showing themselves to be superior at least during the contest.

The most interesting and important event was saved for the closing chapel program Friday morning. Mr. B. A. D. English was placed upon trial for corrupting the English of the youth, and the murder of Good English. The prosecuting attorney, Mr. Clifford Eckman, brought out some startling revelations of the conduct of Mr. B. A. D. English, and of the influence he was exerting on his associates the past year, and won his case without difficulty, though the defense attorney made an appeal for the defendant, and had several valuable witnesses.

The week's effort resulted in untold benefit. At its close many had the desire firmly implanted to advance in their speech and make every week a Better Speech Week.

—*Titus A. Frazee*, '27.



Campus Calendar 1925-1926

September 16, 17—Matriculation and classification.
September 18—Classes begin.
September 19—Reception Night.
October 1-November 2—*Magnet* campaign.
October 1-31—Harvest Ingathering.
November 21—Expression program by Mrs. Hagerman.
November 25-29—Thanksgiving Vacation.
December 4-12—Fall Week of Prayer.
December 5—Stereopticon lecture on India by Elder Pettit.
December 22-January 4—Christmas Vacation.
January 20-22—First Semester examinations.
January 26—Beginning of Second Semester.
February 6—Cantata, "Queen Esther."
February 20—Lecture, "Seattle After Dark," by Earl Rowell.

February 27—Marshmallow roast.
March 6—Stereopticon lecture on Japan by Andrew Nelson.
March 8-April 5—*Rainier Echo* campaign.
March 13—Band Concert.
March 22-26—Better Speech Week.
April 7—Lawn picnic.
April 9-17—Spring Week of Prayer.
April 10—Musical Recital (vocal and piano).
April 18—Walla Walla College Glee Club.
April 24—Expression Program.
May 1—Recital (piano).
May 12, 13, 14—Second Semester examinations.
May 15 (night)—Musical (voice and piano).
May 15, 16, 17—Commencement.
May 18—Summer Vacation begins.

Appreciations

W. W. A.—The school with noble and higher standards. The place where green things grow.—Lois Brown, '28.

The busiest and best year of my life has been spent on the campus of W. W. A.—Christine Fredrickson, '27.

My attendance at W. W. A. this year has been the realization to a hope to be where ideals may be perfected, and the true motive of service gained through a practical Christian education.—Donald Hardecastle, '27.

Here's to the best school in the "Golden West"—W. W. A.—Maecel Tupper, '29.

I appreciate the high ideals which W. W. A. has, and I shall always try to show my appreciation by living up to them.—Georgia Green, '29.

W. W. A. has been a second home to me.—Lillian Russell, '28.

The dearest spot on earth to me (next to home) is W. W. A. You will say so too.—Edwin Reith, '28.

I appreciate the work of the preceptress at W. W. A. She helps the girls and does many things for them.—Corine Cook.

In W. W. A. one learns the true meaning of Christianity in all its phases.—Joseph Lafferty, '29.

We students of W. W. A. wish to express our appreciation to the faculty for their many kindnesses to us.—Ruth Dow, '29.

The students of W. W. A. wish to extend an ap-

preciation to the faculty for the interest they are taking in us physically, mentally, and spiritually.—Ruth Nerlund, '29.

W. W. A. means more to me than mere words can express. I shall always think of it as a stepping stone to success.—Helen Fonda, '27.

To thee, W. W. A., we pay our last respects on these closing days of this school year. This school has certainly been a help and an inspiration to all.—Blanche Pitts, '28.

The high ideals which are kept before us at W. W. A. have been an incentive to me.—Berith Brown, '29.

W. W. A. is where I have learned to take disappointments merely as steps toward higher goals. A place where a portion of life's hopes, aspirations, and ideals are realized. Above all, it creates a desire to attain the highest things that life can hold for us.—Dorothy Peters, '26.

To properly estimate our academy, one must sample its products.—Donald Darst, '28.

I wish to express my appreciation for the faculty of W. W. A., and for the interest which they take in each student individually.—Martha Shrewsbury, '28.

The pleasant associations and good influences present at W. W. A. will ever be most pleasant memories to me.—Philip Zachrison, '27.

The high standard of our academy tends toward the making of real men.—George Conklin, '28.



From Inspiration Point

APPRECIATION

The Staff wishes to express their appreciation to the many advertisers and friends whose assistance has made possible this issue of the *Rainierecho*.

Especially do we wish to thank Mr. Harold Rudolph, Miss Glenna Haynes, and the entire student body and faculty for the enthusiastic and successful campaign.

We wish also to thank Dr. Scott and Dr. Reith for their kindly interest.

HISTORY OF THE CLASS

(Continued from page 21)

We were sorry to be left behind by three of our number who went on to the river ahead of us.

The days seem to fly; school closed again; we had reached the end of our third year.

The next September, we very quickly settled down to our last year. Our river—for now we began to move toward the great ocean of this life—would have been rather small had it not been for those who joined us. They are Titus Frazee, whom we elected as our leader; Fern Goff, Eva Millman, Inez Ludden, Constante Arquero, Charles Dupee and Mr. Joers.

As we journeyed on, we chose for our aim, "Nothing without divine guidance," for we have learned that the only happy life is the Christian life. The beautiful white roses growing on our banks we have chosen as our class flower.

—*Glady's Neely*, '26.

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JUNIORS

(Continued from page 30.)

English, Denominational History, and Spirit of Prophecy papers are Juniors.

Among our number may be found the one who stood at the head of the honor roll for three consecutive periods, and both of the monitors of the boys' dormitory. A noteworthy fact is that our class contributes as many players to the "Academy Band" as do the combined forces of the Freshman, Sophomore, and Senior classes.

From present indications the Class of '27 will be the largest ever graduated from W. W. A., after which we will take our places in the Lord's work.

—Olive Maritta Hunt '27

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(Continued from page 27.)

We each may choose the kind of gift with which she will reward us.

Classmates of '26! It is for us to resolve here that we will ever be mindful of our chosen motto "Climbing." Thus it may never be said of us that we have by word or deed sullied the name of this institution which has inspired such a noble ideal. In climbing, we must grow. Like the vine upon the massive oak, we will lean upon the support of our Master who alone can sustain us. And like the vine, we must either grow or wither, climb to a brighter place and broader vision or shrivel away into insignificance. We will climb!

Juniors—To you who are now stepping in to fill our places, and also to those here who will follow you, we extend our sincere good wishes and hopes for great success—greater than ever before, for you may profit by our blunders. Soon your gay voices will ring again through these halls and classrooms which we have learned to love so well. Then, perhaps, you will no longer think of us, who have departed, but, nevertheless, we would that you should always remember the standard that we are expecting you to hold,—yes, and lift still higher in each passing year.

Fellow classmates—Many are the pleasant hours which we have spent together, sharing in each other's work and play as we have trudged along life's pathway side by side. Now we approach the parting of the ways where each must choose a path and forge along to reach his distant goal. The cords of friendship are so firmly woven from heart to heart that neither the length nor breadth of this earth can be wide enough to sever them; we fain would linger here in this loved home upon the hilltop at W. W. A., but duty calls us hence—so then, Farewell!

—Fern Goff, '26.

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(Continued from page 35.)

forms the yellow appearance.

A silo is provided for the purpose of preserving succulent feed for the nine cows which produce about thirty gallons of milk daily, half of this milk is consumed by the school and the other half sold to the condensery. The entire campus and surroundings are

beautifully green, but the beauty of natural scenes are almost excelled by the sweet twitter and chirps of the birds, the lowing of cows, the whinney of horses and cackling of chickens. All these things have a drawing attraction to the home-loving being and invite the study of nature's A, B, C school.

—*Archie Bents, '27.*

*Don't Ask for Crackers
Say—"Snow Flakes"*



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(Continued from page 22.)

a bolt of the afore-willed tape to keep freshman lips out of mischief.

Tenth: To Elder Wyman, a padlock and key that will keep unnecessary visitors out of the bakery.

Eleventh: To Miss Roedel, the best and most sincere wishes for such success next year as she has earned this year.

(Continued on page 72.)

We desire to compliment the students of Western Washington Academy on this issue of the RAINIERECHO.



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R. S. Dexter, Secretary.

(Continued from page 41.)

not behave. It is not teaching youth the shapes of letters and the tricks of numbers, and then leaving them to turn their arithmetic to roguery, and their literature to lust. It means, on the contrary, training them into the perfect exercise and kingly continence of their bodies and souls."

"True education does not ignore the value of scientific knowledge or literary acquirements; but above information it values power; above power, goodness; above intellectual acquirements, character." The world does not so much need men of great intellect as of noble character. It needs men in whom ability is controlled by steadfast principle. It is the "Christian" of education that gives this character.

When the city of Cambridge celebrated, in Harvard's Memorial Hall, the life and death of the gallant ex-Governor William E. Russell there were hung over his portrait some wise words lately said by him: "Never forget the everlasting difference between making a *living* and making a *life*." The crown and glory of life is character. It is the noblest possession of a man, constituting a rank in itself. Character is more precious than gold and silver. And a training that transforms character, that gives power for service and a true motive for all that one does; that gives the pure joys of this life and a sure hope of eternal life; such a training surely is the worthiest and noblest of all objectives that a young man or woman can endeavor to reach. Such an objective is youth's almandite.

—*Walter Beach.*

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Edwin Reith forgot to ring the rising bell.

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(Continued from page 67.)

Twelfth: To Professor Cubley, the remnants of armchairs, from which we as students shook the bolts by our fidgeting in bookkeeping class.

Thirteenth: To Mr. Whitehouse, an assistant chef that will take his place when we as students do picnic or banquet.

Fourteenth: To the janitors, we leave the privilege of following in the footsteps of such notables as the President of the Students' Association, Editor of the great *Magnet* and President of the Senior Class.

Fifteenth: Last but not least, we fail to find words that are adequate to express our love for our Alma Mater.

—Dorothy Peters, '26.

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(Continued from page 31.)

let's run down to the kitchen to see what they are preparing for dinner. By entering through the bakery, we will probably see a sophomore boy or two making bread.

Here we are in the kitchen. The three girls working over the stove are sophomores; also those preparing the salads and setting decks. Five of the eight servers are sophomores. The one bubbling over with laughter is a puncher. She holds the only ill-favored position in the class. The little yellow meal tickets come to ruin under her hands.

Yes, you are right; the sophomores have an individual aim. I think I could give it to you in two words "Cheerful Service," although some might say, "Doing what I can to help others." The sophomores are faithfully preparing themselves for greater service.

—Edna Green, '28.



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—Albert Russell, '29

Then I'll Remember



